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ABSTRACT

This manual provides information concerning the administration of the Immigration Reform and Control Act (IRCA) Pre-Enrollment Appraisal. The IRCA testing program uses the following tests, which are designed to provide an initial assessment of a student's level of English ability in the context of the history and government of the United States: (1) the 12-item IRCA Listening Test; (2) the 25-item IRCA Reading Test; (3) the 2-item IRCA Writing Test; and (4) the 3-item IRCA Interview. The tests are intended to identify eligible legalized aliens who may be in need of instruction in beginning and low intermediate level English as a second language. The IRCA Reading and Listening Tests were developed by the Comprehensive Adult Student Assessment System (CASAS) from the CASAS Item Bank. Test forms developed from these items accurately measure English in a functional context. This appraisal is one component of a comprehensive system that links IRCA English and civics competencies to assessment and instructional materials. This kit includes the following items: the IRCA Pre-Enrollment Appraisal Manual; the Form 1 IRCA Pre-Enrollment Appraisal Answer Sheet; the Form 1 IRCA Pre-Enrollment Appraisal Basic English Competency Test Book;et two tapes (not included here) for use while administering/taking Forms 1 and 2 of the listening and writing tests; directions for test administration and scoring; and visual aids (a wall chart and an overhead projection transparency of the Form 1 IRCA Pre-Enrollment Appraisal Basic English Competency Test). The Form 2 IRCA Pre-Enrollment Appraisal Test Booklet and Form 2 IRCA Pre-Enrollment Appraisal Answer Sheet were not included in the original document ("will be sent when available"). (SLD)

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IRCA
Pre-Enrollment Appraisal
Manual

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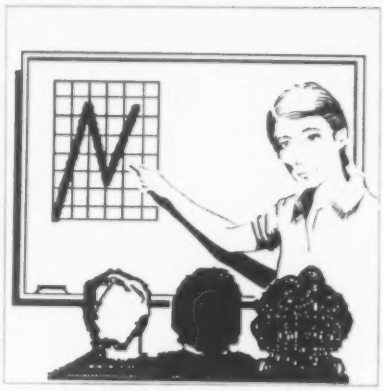

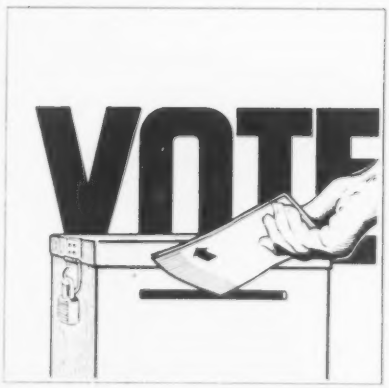

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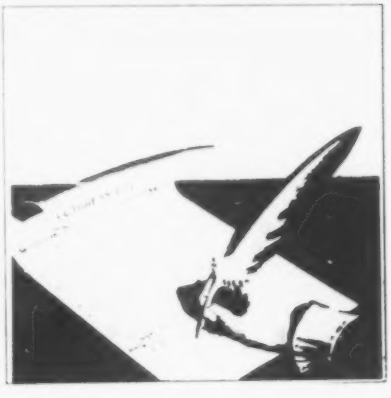

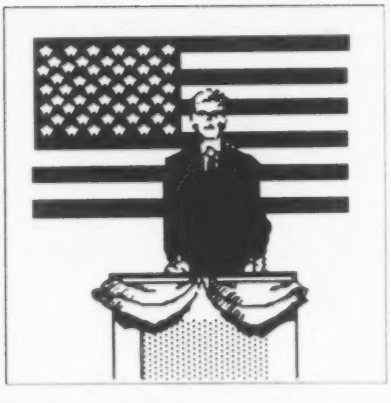

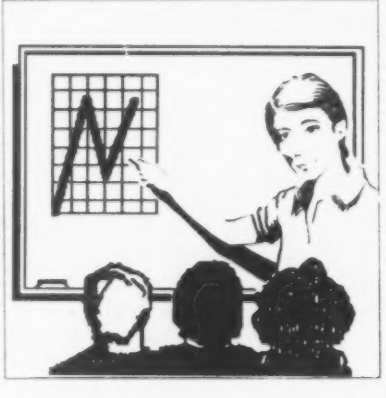

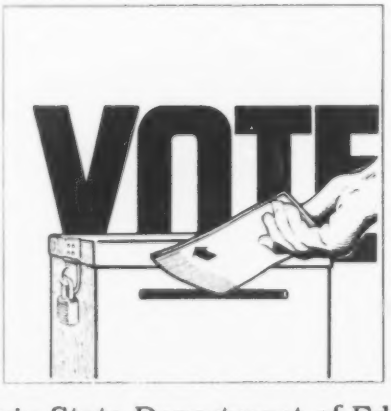

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IRCA Pre-Enrollment Appraisal Program

The IRCA-Pre-Enrollment Appraisal was developed by the Comprehensive Adult Student Assessment System (CASAS), a division of the San Diego Community College Foundation, Inc. through a contract administered by the California Department of Education. Authorization of state funds were from the Federal Immigration and Control Act of 1986, State Legalization Impact Assistance Grant from the California State Department of Education. All materials are copyrighted by the San Diego Community College Foundation, Inc. (CASAS). All rights are reserved. This manual may not be reproduced or transmitted without written permission.

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Introduction

This manual provides information concerning the administration of the Immigration Reform and Control Act (IRCA) Pre-Enrollment Appraisal. The tests included are designed to provide an initial assessment of a student's level of English ability in the context of the history and government of the U.S. They are intended to identify eligible legalized aliens (ELAs) who may be in need of instruction in beginning and low intermediate level ESL (English as a Second Language).

The IRCA Listening and Reading Tests were developed by the Comprehensive Adult Student Assessment System (CASAS) from the CASAS Item Bank. This bank of over 5,000 items has been under continual development and refinement since 1980. The application of Item Response Theory (IRT) to these 5,000 items assigns a reliable index of standardized difficulty to each item. Test forms developed from these items accurately measure English ability in a functional context.

The IRCA Pre-Enrollment Appraisal is only one component of a comprehensive system that links IRCA ESL and Civics competencies to assessment and instructional materials.

Description of the Tests

- The **IRCA Listening Test** assesses a person's ability to apply basic listening skills in a functional context. It is required for all IRCA students who have some proficiency in English. The test contains 12 multiple-choice items and measures specific competencies. The listening competency areas included in the test are identified in "Listening Test Content" on page 21. There is an audiotape for test administration, which contains test item cues and directions. This test takes 8 minutes to administer.

- The **IRCA Reading Test** assesses a person's ability to apply basic reading skills in a functional context related to U.S. government and history. It is required for all IRCA students who have some proficiency in English. The test measures specific competencies and contains 25 multiple-choice items. It is a timed test and must be completed within 30 minutes. The reading competency areas included in this test are listed on page 21 in "Reading Test Content."

- The **IRCA Writing Test** is an optional listening dictation in which students are asked to write two sentences that they hear on an audiotape. This short test provides a very general assessment of a student's ability to listen and write basic English sentences. Items are scored holistically on a three-point scale.

- The **IRCA Interview** is an optional one-on-one oral interview which can be used to obtain preliminary information about a student's ability to speak and understand basic conversational English. It contains three questions on familiar topics and is scored with respect to grammatical accuracy and ability to understand and communicate simple ideas. The Interview may be used to screen students who function minimally, if at all, in English from taking the Listening and Reading Tests. Such students may be referred directly to ESL instruction.

Time Allowances

The following chart indicates the time allowed for each test.

TEST	TOTAL ITEMS	TEST IN MINUTES
Listening	12	8
Reading	25	30
Writing	2	2
Interview	3	not timed

Test Security

Be sure to keep all testing materials -- test booklets, answer sheets, test manuals and related materials -- in secure storage, available only to designated administrative personnel.

Each test booklet and answer sheet series is designed to have a relatively long shelf life provided that test materials are kept secure. Secure storage, coupled with following security procedures in administering tests (as described in "Before the Test" on page 8 and "Answer Sheet Security" on page 13), will extend the life of each test and will insure that each student has an equal opportunity to be properly assessed.

Scoring Keys and Scale Score Conversion Charts

Scoring keys and raw-to-scale-score conversion charts are provided for the Listening and Reading Tests on the second page of the Answer Sheet. (See excerpt on page 16.) Open the answer sheet provided in the manual binder to see the actual answer keys and scale score conversion charts.

Use of Forms 1 and 2

Two alternate forms are available for the Listening and Reading Tests. These forms are parallel in content and difficulty range and may be used interchangeably.

Materials Needed for Testing

Testing materials should be sorted and assembled prior to testing. Materials needed are:

A.	Test booklets	One for each person being tested. Count the booklets and note the booklet numbers. (Be sure all booklets are returned.)
B.	Pencils	A supply of sharpened #2 pencils with erasers.
C.	Answer sheets	One for each person being tested. Use the same form number as the form number on the test booklets.
D.	Clock	A large wall clock or timer so that students and examiner can monitor time.
E.	Large piece of paper chalkboard (optional)	Record exact starting and stopping times for students.
F.	Audiotape	One for the same form number as the form number on the test booklets. The Writing Test is optional, but if it is given, use the tape. The tapes are on the inside back cover of the manual binder.
G.	Audio cassette player	One for both the Listening and Writing Tests.
H.	Wall chart (optional)	One showing the demographic data form on the first page of the answer sheet. It is located in the front pocket of the manual binder.
I.	Overhead of the answer sheet (optional)	One showing the first page of the answer sheet. It is located in the manual binder in front of a green sheet of paper.

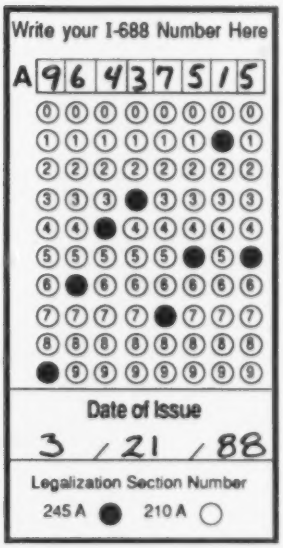
Collecting Demographic Data

The form on top of the first page of the answer sheet requests information about each ELA. This information is required for reporting and analysis in order to evaluate the ongoing needs and characteristics of the IRCA program. Each ELA who is served through IRCA must provide this information, either individually or with assistance in English or in the native language. **This is not a scored part of the test, but it is essential and must be filled in completely.***

The first part of the form (Name, Date, etc.) may be used as a screening device to identify students who can not read or write at all in English. The Listening, Reading and Writing Tests **should not be given** to such students; however, demographic data must nonetheless be collected for them.

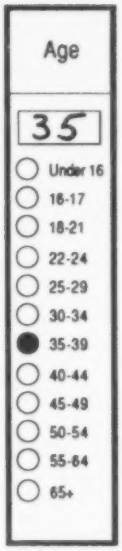
> Group administration instructions for collecting this data are located on p. 9 in this manual.
>
> Individual administration instructions are on p. 13.

Notes about collecting demographic data



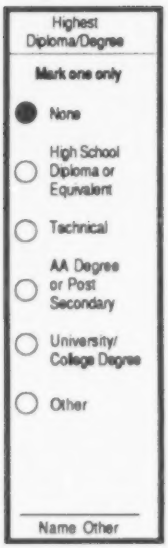
- The **I-688 number** is the alien number that appears on both the temporary resident and permanent resident cards. This number begins with A9 and is located in the upper left corner of the card. Have students write the number in the square spaces and then bubble in the corresponding numbers in each vertical column. The I-688 number in this example is A96437515.
- **Date of Issue** refers to the date that the temporary resident card was issued by INS. Students should write the month, then the day and then the year. The date of issue in this example is March 21, 1988.
- **Legalization Section Number** 245A refers to eligible legalized aliens (ELAs); 210A refers to Special Agricultural Workers (SAWs). It is located in the upper left hand corner of the card. In this example, the student is an ELA.

* Note: Except for the I-688 number, date of issue and legalization section number, it is not mandatory to collect this information for ELAs who were enrolled in the program before this form was available.



- Have students write their **age** in the box and then bubble in the appropriate range for their age below. For example, if a student is 35, he or she should write "35" in the box and then bubble in next to "35-39" below.

- To explain **Highest Grade Level Completed** ask, "How many years did you go to school in your country?" In this example, the student completed 11 years of school in the native country. Students may have difficulty filling in the bubbles for this section; this could be done later by agency staff.



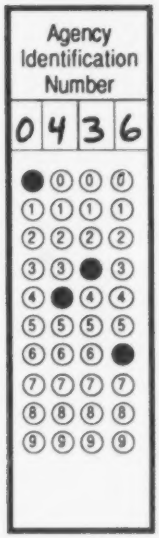
- In the **Highest Diploma/Degree** category, accept any answers provided, since definitions of diplomas and degrees vary among different countries. For example, in Mexico, "secundaria" is equivalent to 7th, 8th, and 9th grades in the U.S.; "preparatoria" is equivalent to 10th, 11th, and 12th grades. In this example, the student did not finish high school, so "None" is bubbled in.

- The **Name Other** line in this and the last three categories should be used to write answers that are not listed on the form. If this is necessary, the bubble for "Other" should also be filled in.

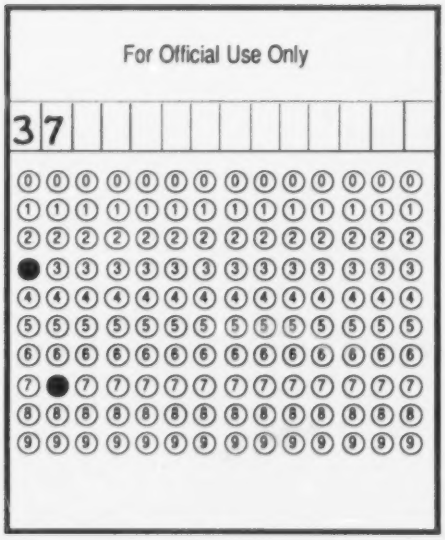
- Help students to select the appropriate bubble for **Ethnic Background;** for example, Chinese students should mark "Asian."

- The **Name Other** line in these three categories should be used to write answers that are not listed on the form. If this is necessary, the bubble for "Other" should also be filled in.

- In this example, the student is a citizen of Thailand, so "Other" is bubbled in and "Thailand" is written on the "Name Other" line for "Country of Citizenship." For this student, "Indo-Chinese" is bubbled in for the "Ethnic Background" category. For "Native Language," "Other" is bubbled in and "Thai" is written on the "Name Other" line.



- All participating agencies will be assigned a 4-digit **Agency Identification Number** by CASAS. This number must be filled in on **all** answer sheets. It is needed to provide data for local agency and state use. Write the assigned number in the boxes and then bubble in the corresponding numbers below. In this example, the Agency Identification Number is 0436.



- The first two columns from the left are for the agency's two digit **County Code.** See the list of county code numbers on p. 22 in this manual. Write the county code in the first two boxes from the left and bubble in the corresponding numbers below. The agency in this example is in San Diego County so the county code is 37.

Before the Test

1. Check to be sure that all test materials are available. (Check the list on page 3.) Make sure that all materials are the same form: check test booklets, answer sheets and the tape.

2. Count all test materials and write down the beginning and ending control numbers for test booklets and answer sheets. This will make it possible to be sure that all test materials are collected at the end of the testing session.

3. Write and bubble in the "Agency Identification Number" for your agency on page 1 of the answer sheet. Also bubble in the appropriate County Code number in the box labeled, "For Official Use Only." (See page 7 in this manual for instructions.)

4. The testing room should be quiet, well-lit, well-ventilated, and have adequate space for all students. Preparation should be made in advance to reduce noise and prevent interruptions during testing. A "Do-Not-Disturb" sign is recommended for the outside of the testing room door.

5. Students should be provided with reasonably comfortable seats and smooth, hard writing surfaces -- large enough to accommodate an open test booklet and an answer sheet. Seating should be arranged so that students cannot easily look at the answer sheets of others, and so that the test examiner or proctor can go to a student without disturbing others taking the test.

6. One examiner should test no more than 25 students at a time. Proctors are also recommended. The proctor's role is to ensure that all persons being tested are following directions and are working independently. At least one proctor is recommended, in addition to the examiner.

7. Students need to be reminded that only the examiners, proctors and students will be in the testing room during the test. No interpreters or others will be allowed to assist. Students are not to use dictionaries or other resources while taking the test.

8. A large chart and an overhead transparency showing the demographic information to be filled out on the answer sheet are available with the Test Administration Manual. The chart may be placed on the wall in front of the room to assist the test examiner in directing students to fill in the necessary information on the answer sheet. The overhead can also be used to explain how to fill out the demographic data, as well as to print out the location of answer spaces on the answer sheet.

9. Make sure the tape recorder is working and rewind the tape, if necessary. Listen to the tape before administering the test to familiarize yourself with it. A complete script of the test is included for your reference only.

Group Administration

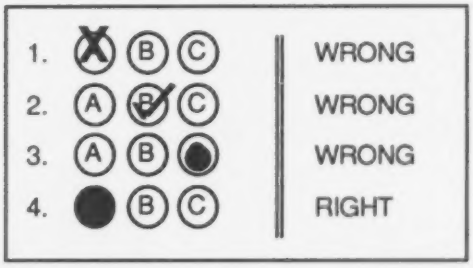
Filling out Demographic Data

Suggested Verbal Instructions:

1. Remember that the attitude of the test examiners and proctors is important. A **positive attitude** can result in a positive response from each student and will maximize accurate test results.

2. **Distribute the answer sheets and pencils.** Use the IRCA wall chart or overhead (both are in the Test Manual binder). Demonstrate how the student should record their answers on the answer sheet.

   Demonstrate on the board what is correct and what is not correct.



3. Have students **complete name, date and demographic information.** Guide students through each question and call on students to give examples. Instructions can be given in the native language if the group is monolingual. Check to make sure all students have filled out the information correctly and provide assistance, if necessary.

   Fill out your name, date and other information at the top of the answer sheet with the pencil provided. Look at the wall chart or ask for help if you need it. Do not open the answer sheet at any time.

   - If any students **cannot write their names, do not give any other tests** in this battery.

   - If any students have **difficulty filling in #2 - #5** on the form, you may individually ask the Interview Test questions (see p. 12) to determine if the student can minimally understand and respond to conversational English. If not, the student **should not be given any other tests** in this battery.

Suggested Verbal Instructions:

4. Distribute the numbered test booklets.

Do not open the test booklets now. Do not write in the test booklets.

Listening Test

5. Have students open their test booklets to the **Listening Test practice items on p. 1.** Point out the bubbles for the three practice items in the top left corner of the answer sheet. (The scripts for the Listening Test begin on p. 23 in this manual. They are provided only for reference and should not be used to give the test.)

Open your test booklets to page 1. These are practice items for the Listening Test. Find the bubbles for practice items 1, 2, and 3 on the answer sheet.

6. **Start the tape for the Listening Test practice items.** You may stop the tape at the tones to provide additional help. Make sure every student understands how to mark the answer sheet and is using a #2 pencil.

   Show #4 on the answer sheet on the overhead.

Listen to the tape and follow the directions to answer the practice items.

Please don't talk during the test so everyone can hear the tape. Listen and do the best you can. Start with number 4 on your answer sheet. When you finish, do not begin the Reading Test. Are there any questions?

7. **Continue playing the tape to begin the Listening Test.** Do not stop the tape until the end of the test. Proctor the test to make sure that everyone is working independently and following directions.

Turn to page 3.
Begin the Listening Test.

8. At the end of the **Listening Test**, stop the tape and call time.

Everyone stop writing. Put your pencils down.

Writing Test (Optional)

9. Have students **prepare for the Writing Test** by locating the spaces for writing sentences on the bottom of the answer sheet. The spaces are marked 41 and 42. Point them out on the overhead. (The script for the Writing Test is on p. 25 in this manual.)

Find the blank lines for numbers 41 and 42 on the bottom of the answer sheet.

Suggested Verbal Instructions:

10. **Start the tape for the Writing Test.** Do not stop the tape until the end of the test. Circulate to make sure that students have found the correct spaces for writing the sentences and that they are working independently.

Begin the Writing Test.

11. At the end of the **Writing Test**, stop the tape and call time.

Everyone stop writing. Put your pencils down.

Reading Test

12. Have students open their booklets to the **Reading Test practice items on p.** 11. Read the directions aloud. Make an overhead of p. 11; use it to do the sample questions with the students. There is no space for bubbling in the practice items on the answer sheet.

Turn to page 11 in your test booklet for the Reading Test practice items.

Do not write in the test booklet.

Use the overhead of the answer sheet to point out the place for bubbling in answers for the Reading Test.

Find the bubbles for the Reading Test on your answer sheet, starting with number 16.

13. Write the beginning and ending times on the board or a large piece of paper for all students to see.

This is a 30-minute timed test with 25 test questions. Do not spend too much time on any one question. Do not use a dictionary. When you can't answer any more questions, stop, put your pencil down and wait for someone to take your test.

Are there any questions?

Begin the Reading Test.

Turn to page 13.
Do the best you can.
Begin the Reading Test.

Make sure that students are working independently and following directions. Collect test booklets and answer sheets as students finish or are unable to continue.

After 30 minutes, call time.

Everyone stop writing. Put your pencils down.

14. Have students review their answer sheets to make sure their marks are dark and solid. If they changed their answers, make sure that old marks are completely erased.

Check your answer sheet. Make sure the pencil marks are dark and solid. If you changed your answers, erase old marks completely.

Suggested Verbal Instructions:

Interview Test (Optional)

15. **The Interview Test** may be given individually as students finish the Reading Test, or it may be given at another time. Agencies may want to expand this quick oral assessment for more indepth information about a student's speaking ability.

16. **Ask the Interview Test questions.** Ask both questions for #2.

    To score the Interview questions, bubble in #43, #44 and #45 on the answer sheet according to the following guidelines:

A	No answer, incomprehensible, or does not answer the question
B	Comprehensible but not grammatically correct
C	Comprehensible and grammatically correct

Interview Test Questions

1. *Where are you from?*
2. *Are you working now? What do you do?*
3. *Do you like (name of city)? Why? / Why not?*

The following are sample responses and scores for Interview question #2, "Are you working now? What do you do?"

Samples Response	Score
• Yes, I'm working. I'm a cashier.	C
• No, I'm a student.	C
• I working. I am cashier.	B
• I no work. Only study.	B
• I live at 63 Front St.	A
• I am ..... I don't understand.	A
• (No answer.)	A

Individual Administration

1. Ask the Interview Test questions (see p. 12 in this manual and #43 - #45 on the answer sheet). This is optional. If it is obvious that the student can speak some English, there is no need to ask these questions.

2. Ask the student to write his or her name, date and demographic information on the form. Make sure the bubbles are filled in correctly with a # 2 pencil.

3. • If the student **cannot write** his or her name and cannot answer most of the Interview Test questions, **do not give any other tests in this battery**. Help the student to complete the form in the native language or in English and refer the student to Orientation Level/Beginning ESL instruction.

   • If the student **is able to answer** the Interview Test questions and **write** his or her name, ask the student to **continue** to fill out the form. If necessary, provide assistance in English or in the native language.

4. Follow the procedures for group administration of the Listening, Writing and Reading Tests beginning on p. 10. Provide individual headphones for the Listening and Writing Tests.

Collecting Test Materials

As students finish the test, have them review their answer sheets to make sure that their marks are dark and solid. **If they change their answers, make sure that the old marks are completely erased** on the first page of the answer sheet. The computer will read all darkened bubbles.

At the end of the Reading Test, collect the test booklets and answer sheets. Count the tests and answer sheets. Make sure all materials are returned. Check the test booklets to make sure they have no pencil marks in them.

Answer Sheet Security

Answer sheets must remain secure. They are individually numbered and secured on all four sides. Be sure that the answer sheets are not separated until after the test has been completed and the tests are in your possession. Note: Follow the instructions on answer sheet separation and routing found on pages 18 and 19.

It is important that the student **does not** retain the answer sheet, in whole or in part. Check the answer sheet numbers. Be sure you get back as many answer sheets as were handed out.

Scoring

Opening the Answer Sheets

- After testing, tear the perforated strip on the right-hand side of the answer sheet. Then tear the strips on the top and bottom.
- Open to the second page of the answer sheet and score the tests according to the instructions below.

Scoring the Listening Test

1. Count the number of **correct** answers (the number of filled-in circles) for the Listening Test (#4 - #15 on the answer sheet).
2. Write this number in the box labeled "**Listening Raw Score.**" (See the sample "Raw to Scale Score Conversion Chart" on page 16 of this manual.)
3. Using the Raw to Scale Score Conversion Chart on the same page, locate the raw score.
4. Read across to the next column labeled "**Scale Score.**"
5. Write this scale score number in the box labeled "**Listening Scale Score.**"

Scoring the Reading Test

1. Count the number of **correct** answers (the number of filled-in circles) for the Reading Test. (#16 - 40 on the answer sheet)
2. Write this number in the box labeled "**Reading Raw Score.**" (See the sample "Raw to Scale Score Conversion Chart" on page 16 of this manual).
3. Using the Raw to Scale Score Conversion Chart on the same page, locate the raw score.
4. Read across to the next column labeled "**Scale Score.**"
5. Write this scale score number in the box labeled "**Reading Scale Score.**"

Scoring the Writing Test

1. Bubble in #41 and #42 on the answer sheet according to the following scoring guidelines:

Writing Test		
A	0 points	Nothing written, completely illegible or wrote the wrong sentence
B	1 point	Wrote some words correctly
C	2 points	Wrote the complete sentence correctly

2. Write the total score in the box labeled, "Writing Score." There is no scale score for this test.

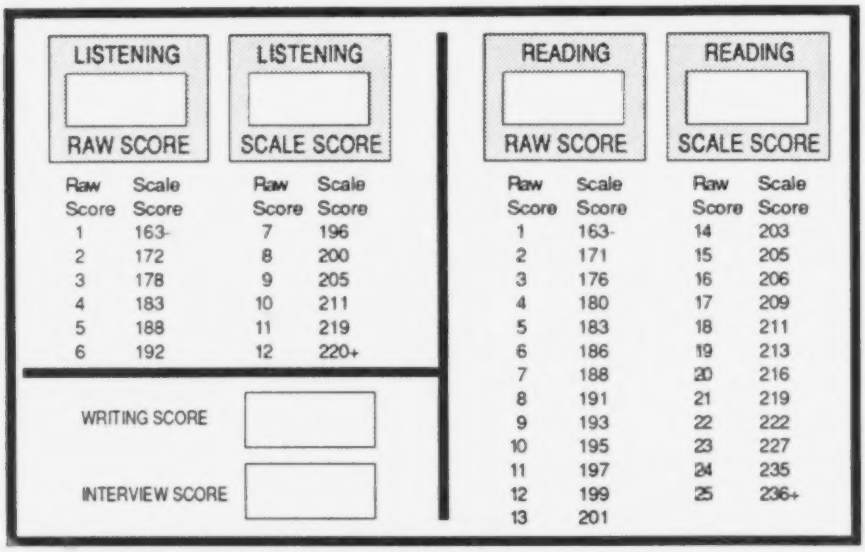
Scoring the Interview Test

1. Bubble in #43, #44 and #45 on the answer sheet according to the following scoring guidelines:

Interview Test		
A	0 points	No answer, incomprehensible, or does not answer the question
B	1 point	Comprehensible but not grammatically correct
C	2 points	Comprehensible and grammatically correct

2. Write the total score in the box labeled, "Interview Score." There is no scale score for this test.

CASAS Scale Score Interpretation and Referral Information



LISTENING
RAW SCORE

LISTENING
SCALE SCORE

Raw Score	Scale Score	Raw Score	Scale Score
1	163-	7	196
2	172	8	200
3	178	9	205
4	183	10	211
5	188	11	219
6	192	12	220+

WRITING SCORE

INTERVIEW SCORE

READING
RAW SCORE

READING
SCALE SCORE

Raw Score	Scale Score	Raw Score	Scale Score
1	163-	14	203
2	171	15	205
3	176	16	206
4	180	17	209
5	183	18	211
6	186	19	213
7	188	20	216
8	191	21	219
9	193	22	222
10	195	23	227
11	197	24	235
12	199	25	236+
13	201		

Excerpt from the second page of the answer sheet

Scale scores ranges for Listening and Reading have been identified for three major functional levels of ability:

Level A	Beginning
Level B	Intermediate
Level C	Advanced

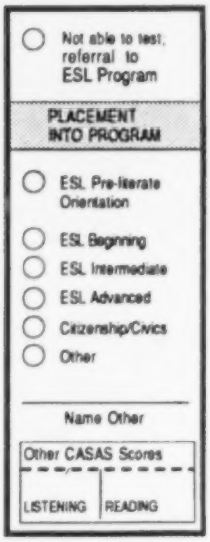
The relationship between CASAS scale scores and these levels is based on five years of achievement data for students enrolled in adult ESL programs in California. The chart on the following page shows how Levels A, B, and C have been further defined to correspond to a range of generic levels for IRCA programs ranging from Level A - 1, ESL Pre-Literate/Orientation to Level C - 8 for ELAs who would benefit most from Citizenship/Civics classes.

The eight IRCA levels correspond to the Mainstream English Language Training (MELT) Student Performance Levels (SPLs), which were developed on a national basis in conjunction with the adult refugee program. The descriptions of each level contain information about a typical student's oral and reading ability in a functional context related to ESL/Civics/Citizenship instruction. These descriptions will assist in the interpretation of test results and in making referrals for program placement.

CASAS Scores	Level	Possible Program Placement	Description
165-180	A - 1	ESL Pre-Literate Orientation	Functions minimally if at all in English. Minimal, if any, ability to read.
181-190	A - 2	ESL Beginning	Functions in a very limited way in situations related to immediate needs. Can read and interpret simplified forms that include name, address, telephone number and dates; can read very simple signs.
191-200	A - 3	ESL Beginning	Functions with some difficulty in situations related to immediate needs. Can read material at the lowest level in the *Of the People* [1] series on U.S. Government and History with adaptation and assistance.
201-208	B - 4	ESL Intermediate	Can satisfy basic survival needs and a few very routine social demands. Can read the *Of the People* series on U.S. Government and History with some assistance.
209-215	B - 5	ESL Intermediate	Can satisfy basic survival needs and some limited social demands. Can read the *Of the People* series on U.S. Government and History
216-224	C - 6	Citizenship/Civics (ESL Advanced)	Can satisfy most survival needs and limited social demands. Can read the *Simplified Edition* of the *Federal Textbook on Citizenship*.[2]
225+	C - 7	Citizenship/Civics (ESL Advanced)	Can satisfy survival needs and routine work and social demands.
	C - 8	Citizenship/Civics	Can participate effectively in social and familiar work situations.
	C - 7/8		Can read the *Simplified Edition* of the *Federal Textbook on Citizenship* or any materials on U.S. Government, History or Citizenship written at the high school level.

1 *Of the People* Center for Applied Linguistics, INS, U.S. Government Printing Office, Washington, D.C., 1988.
2 *Simplified Edition* of the *Federal Textbook on Citizenship*, INS, U.S. Government Printing Office, Washington, D.C., 1987.

Program Placement



If it was not possible to test a participant -- either because of minimal English ability or for other reasons, such as physical disability -- fill in the bubble on p. 2 of the answer sheet labeled, "Not able to test; referral to ESL Program."

Referrals to one or more program levels within an agency should be indicated in the Placement into Program section. Please refer to the chart on p. 17 to determine the relationship between local agency program levels and those on the form. Other types of levels or classes not listed on the form should be written on the "Name Other" line.

Information from **all** of the tests used in the Pre-Enrollment Appraisal battery may be used for placement. If other CASAS Tests are used, such as the Adult Life Skills, Listening and/or Pre-Employment Survey Achievement tests, scores may be noted in the boxes labeled, "Other CASAS Scores."

Separation of Answer Sheets

- After placement decisions have been made, record them **on the first and second pages of the answer sheet** in the "Placement into Program" box.
- Make sure that the Agency Identification Number and County Code are filled in on the first page of the answer sheet.
- Separate the answer sheet as follows:

  On the second page of the answer sheet, locate a vertical perforation just to the right of the answer column, 2 inches in from the left-hand side of the page.

  Tear and remove the large right-hand portion at this perforation line. **Do not tear off the left-hand strip.** This strip must be returned to CASAS for test security.

Routing of Answer Sheets

Route the separated answer sheet as follows:

- Keep the top portion of all answer sheets (along with the answer strips) separate in a secure place at a single location. (If the answer strips are inadvertently torn off, please **do not** staple or tape them back together. Return them and they will be shredded.)

- When you have completed your testing, please return the top portion of all answer sheets, including the answer strips, to **IRCA/CASAS, 2725 Congress St., Suite 1-M, San Diego, CA 92110,** or use the pre-paid self addressed envelope provided.

- Keep the right-hand portion of the second page of the answer sheet in local student files. This part contains the student's demographic data, raw and scale scores for both the Listening and Reading Tests, the raw scores for the Writing and Interview Tests and a copy of the Writing Test.

Using the IRCA Pre-Enrollment Appraisal for Monitoring Progress

It is usually difficult to show progress on a standardized testing instrument with adult ESL students who have had less than 50 hours of instruction. Informal measures, such as teacher observation and informal checklists, may be more appropriate for up to 50 hours of instruction. Formal measures, including the IRCA Pre-Enrollment Appraisal Reading Test, CASAS Adult Life Skills or Pre-Employment Survey Achievement Tests, or other appropriate tests can be used after 50 hours of instruction.* If the Pre-Enrollment Appraisal Reading Test is for post-testing, "Post-Test" should be clearly marked on the envelope when the answer sheets are sent to CASAS.

The IRCA Pre-Enrollment Appraisal Listening Test is a relatively short test which was designed specifically for initial placement. It should **not** be used as a pre/post test; instead, the CASAS Listening Survey Achievement Tests for Level A (beginning), forms L51 and L52 or Level B (intermediate), Forms 53 and 54 or 63 and 64 may be used to assess listening skills. These tests are available from CASAS after receiving training in how to administer them.

* Agencies receiving federal Adult Basic Education monies are required to post-test after approximately 100 hours of instruction. The IRCA Pre-Enrollment Reading Test may be used for this purpose.

Student Profile Reports

Your cooperation in this data collection effort will help us provide you and your colleagues with an **IRCA Student Profile Report**. It will also assist in identifying the educational needs of these participants, and will help ensure an accurate and consistent monitoring of program results among participating agencies.

A customized **Student Profile Report** can also be prepared for your agency at a nominal fee which would contain an interpretive narrative of your students' demographic characteristics and correlations of their listening and reading scores. This information could be used in individual agency program refinement and planning. Please call the CASAS office at (800) 255-1036 or (619) 298-4681 for price information.

Related IRCA Program Curriculum and Instructional Materials

An IRCA Curriculum Guide is also available from CASAS. It contains:

- an IRCA Competency List for ESL Beginning (Level A) and Intermediate (Level B) that integrates ESL and Civics competencies;
- an IRCA Curriculum Matrix and Index of Publishers and Materials, which link IRCA competencies with appropriate instructional materials and assessment; and
- an IRCA Bibliography

CASAS

IRCA PRE-ENROLLMENT APPRAISAL

FORMS 1 and 2

Listening Test Content

- Interpret basic application forms
- Interpret clock time
- Follow directions to places within a building and/or on the street
- Follow simple instructions to locate something
- Read, interpret and follow directions from signs
- Use the telephone and take telephone messages
- Address letters and envelopes
- Interpret a postal money order

Reading Test Content

- Interpret basic application forms
- Identify months and dates on a calendar
- Follow directions on a city map
- Interpret historical information
- Interpret information about the branches of U.S. government
- Identify procedures for obtaining legal advice

CALIFORNIA COUNTIES

Listed Alphabetically and by Code Number

01. Alameda
02. Alpine
03. Amador
04. Butte
05. Calaveras
06. Colusa
07. Contra Costa
08. Del Norte
09. El Dorado
10. Fresno
11. Glenn
12. Humboldt
13. Imperial
14. Inyo
15. Kern
16. Kings
17. Lake
18. Lassen
19. Los Angeles
20. Madera
21. Marin
22. Mariposa
23. Mendicino
24. Merced
25. Modoc
26. Mono/Mammoth
27. Monterey
28. Napa
29. Nevada
30. Orange
31. Placer
32. Plumas
33. Riverside
34. Sacramento
35. San Benito
36. San Bernadino
37. San Diego
38. San Francisco
39. San Joaquin
40. San Luis Obispo
41. San Mateo
42. Santa Barbara
43. Santa Clara
44. Santa Cruz
45. Shasta
46. Sierra
47. Siskiyou
48. Solano
49. Sonoma
50. Stanislaus
51. Sutter
52. Tehama
53. Trinity
54. Tulare
55. Tuolomne
56. Ventura
57. Yolo
58. Yuba

IRCA Program
Pre-Enrollment Appraisal
Comprehensive Adult Student Assessment System
Form 1
Part 1 - Listening Comprehension

Turn to page 1 in your test booklet.

Look at the first **practice item.**

Look at the pictures and listen.

What is the correct answer -- A, B, or C?

Number 1. Give me a pencil.

Number 1. Give me a pencil.

Is the answer A, B, or C?

B is correct so mark B for number 1 on your answer sheet.

Do not write in your test booklet.

(BEEP)

Now look at the second **practice item.**

Number 2. What's your address?

Number 2. What's your address?

Is the answer A, B, or C?

C is correct so mark C for number 2 on your answer sheet.

(BEEP)

Now look at the third **practice item.**

Number 3. I'd like a piece of pie, please.

Number 3. I'd like a piece of pie, please.

Is the answer A, B, or C?

A is correct so mark A for number 3 on your answer sheet.

(BEEP)

Let's begin the test.

Turn to page 3 in your test booklet.

Start with number 4.

Listen carefully. You will hear each question two times.

Number 4. Please tell your son to call me. This is Carlos. C-A-R-L-O-S.

Number 5. Put your last name here.

Number 6. The office is upstairs to the left.

Number 7. We can go out here.

Number 8. You forgot to write the zip code.

Number 9. Your next appointment is on March 6.

Number 10. Write your address here, please.

Number 11.
- Excuse me, I'm looking for Dr. Steven's office.
- It's on the second floor. When you get off the elevator, go straight to the end of the hall and then to the left. The first door on the left is his office.

Number 12. Please hand me an envelope from the middle shelf on the far right-hand side.

Number 13. Meet me at quarter after three.

Number 14. Circle the correct word.

Number 15. Start at the corner of Hill and Broadway. Go 2 blocks and turn left at the first street after Main. Go 1 block and turn right on Spring. It'll be half a block down, on your right.

This is the end of the Listening Comprehension Test.

Writing Test

Find number 41 and 42 on the bottom of your answer sheet. (Pause to show the location of #41 and 42 on the answer sheet.)

Now listen and write the sentences. You will hear each sentence three times.

Number 41. I live in the United States.

Number 41. I live in the United States.

Number 41. I live in the United States.

Number 42. The flag is red, white and blue.

Number 42. The flag is red, white and blue.

Number 42. The flag is red, white and blue.

This is the end of the Writing Test.

IRCA Program
Pre-Enrollment Appraisal
Comprehensive Adult Student Assessment System
Form 2
Part 1 - Listening Comprehension

Turn to page 1 in your test booklet.

Look at the first **practice item.**

Look at the pictures and listen.

What is the correct answer -- A, B, or C?

Number 1. Give me a pencil.

Number 1. Give me a pencil.

Is the answer A, B, or C?

B is correct so mark B for number 1 on your answer sheet.

Do not write in your test booklet.

(BEEP)

Now look at the second **practice item.**

Number 2. What's your address?

Number 2. What's your address?

Is the answer A, B, or C?

C is correct so mark C for number 2 on your answer sheet.

(BEEP)

Now look at the third **practice item.**

Number 3. I'd like a piece of pie, please.

Number 3. I'd like a piece of pie, please.

Is the answer A, B, or C?

A is correct so mark A for number 3 on your answer sheet.

(BEEP)

Let's begin the test.

Turn to page 3 in your test booklet.

Start with number 4.

Listen carefully. You will hear each question two times.

Number 4. Please tell your son to call me. This is Carlos. C-A-R-L-O-S.

Number 5. Put your first name here.

Number 6. The office is upstairs to the right.

Number 7. You forgot the return address on this letter.

Number 8. Your next appointment is on June 3.

Number 9.
- Excuse me, I 'm looking for Dr. Steven's office.
- It's on the second floor. When you get off the elevator, go straight to the end of the hall and then to the right. The first door on the right is his office.

Number 10. Put an X in the correct box.

Number 11. Who are you sending this to? Write the name here.

Number 12. We can go in here.

Number 13. Meet me at quarter to three.

Number 14. Please hand me an envelope from the middle shelf below the clock.

Number 15. Start at the corner of Hill and Broadway. Go 2 blocks and turn right at the first street after Main. Go 1 block and turn left on Elm. It'll be half a block down, on your left.

This is the end of the Listening Comprehension Test.

Writing Test

Find number 41 and 42 on the bottom of your answer sheet. (Pause to show the location of #41 and 42 on the answer sheet.)

Now listen and write the sentences. You will hear each sentence three times.

Number 41. I live in the United States.

Number 41. I live in the United States.

Number 41. I live in the United States.

Number 42. The flag is red, white and blue.

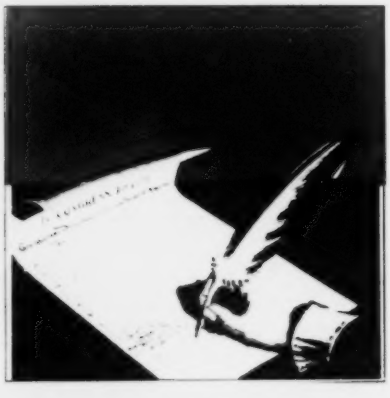
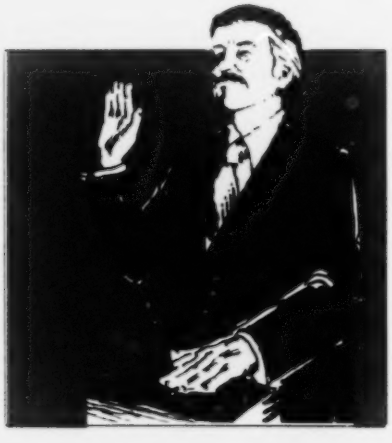
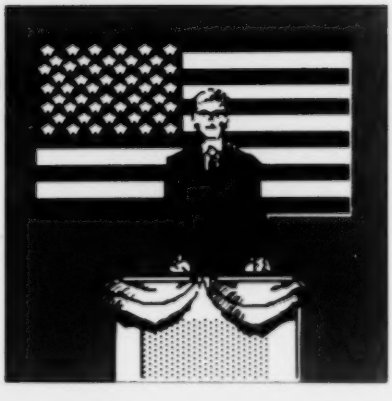
Number 42. The flag is red, white and blue.

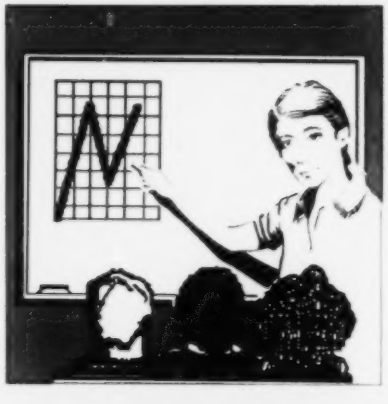
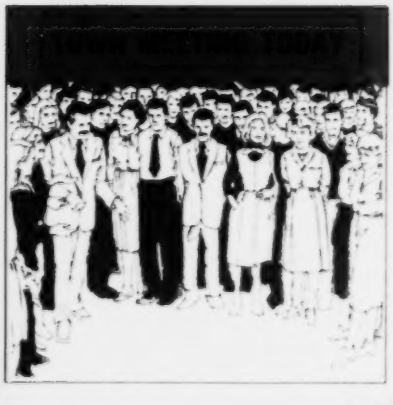
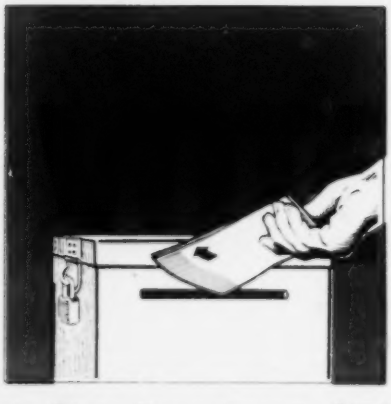
Number 42. The flag is red, white and blue.

This is the end of the Writing Test.

FORM 1

IRCA
Pre-Enrollment Appraisal
BASIC ENGLISH COMPETENCY

California State Department of Education
Comprehensive Adult Student Assessment System

№ 102544

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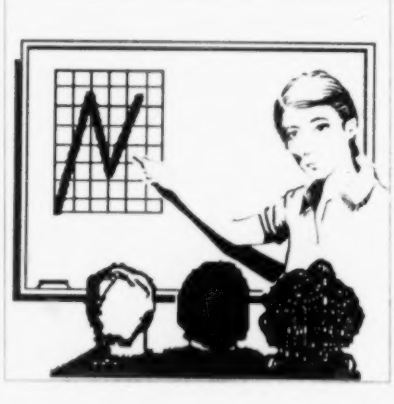
IRCA
Pre-Enrollment Appraisal Form 1

Part I

LISTENING COMPREHENSION



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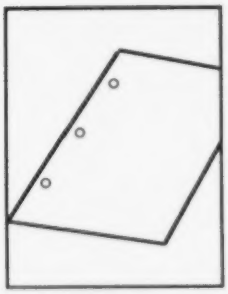
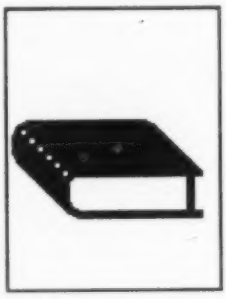
PRACTICE

1



A

B



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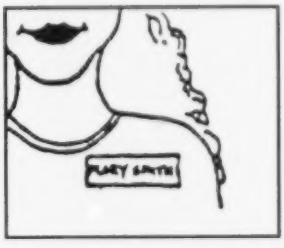
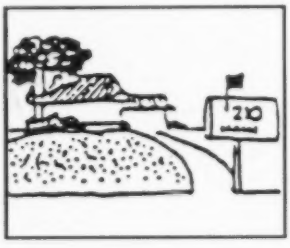
PRACTICE

2



A

B

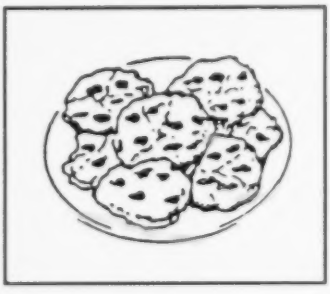


C

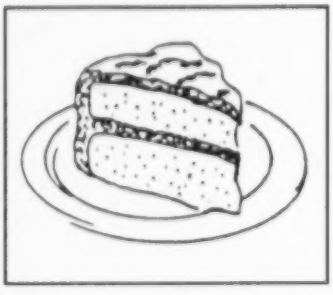
PRACTICE

3

A



B



C

Practice

1. Ⓐ Ⓑ Ⓒ
2. Ⓐ Ⓑ Ⓒ
3. Ⓐ Ⓑ Ⓒ

4.

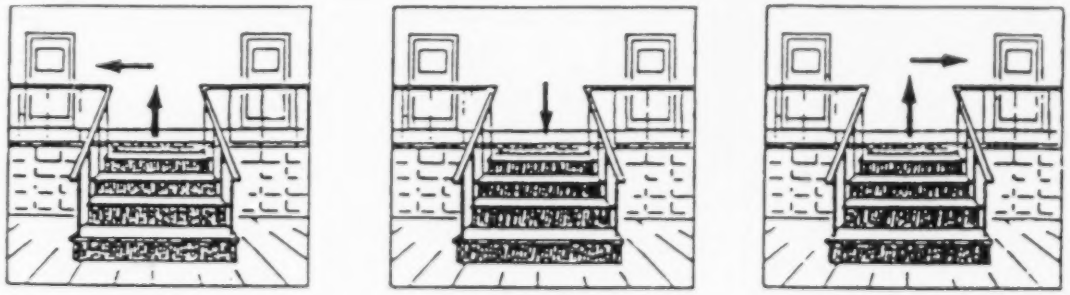
Zalos	Carlos	Cerlos
A	B	C

5.

NAME _____

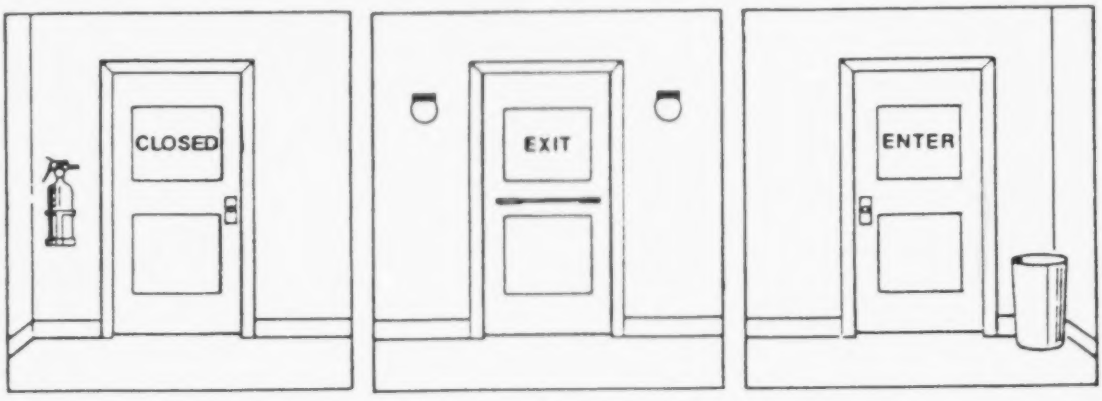
First	Middle	Last
(A)	(B)	(C)

6.



A B C

7.



A B C

8.

Mr. Ed Smith
4102 Elm St.
Los Angeles, CA 90017

A

Bob Jones
246 F St.
Pomona, CA 91768

Mr. Ed Smith
4102 Elm St.
Los Angeles, CA

C

Bob Jones
246 F St.
Pomona, CA 91768

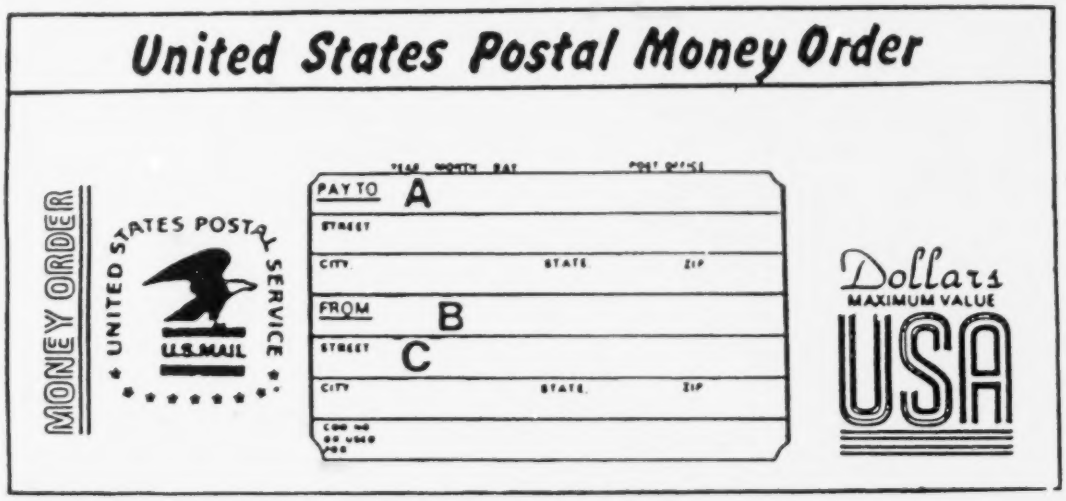
4102 Elm St.
Los Angeles, CA 90017

B

9.

Date 3-6-88	Date 6-3-88	Date 6-6-88
A	B	C

10.



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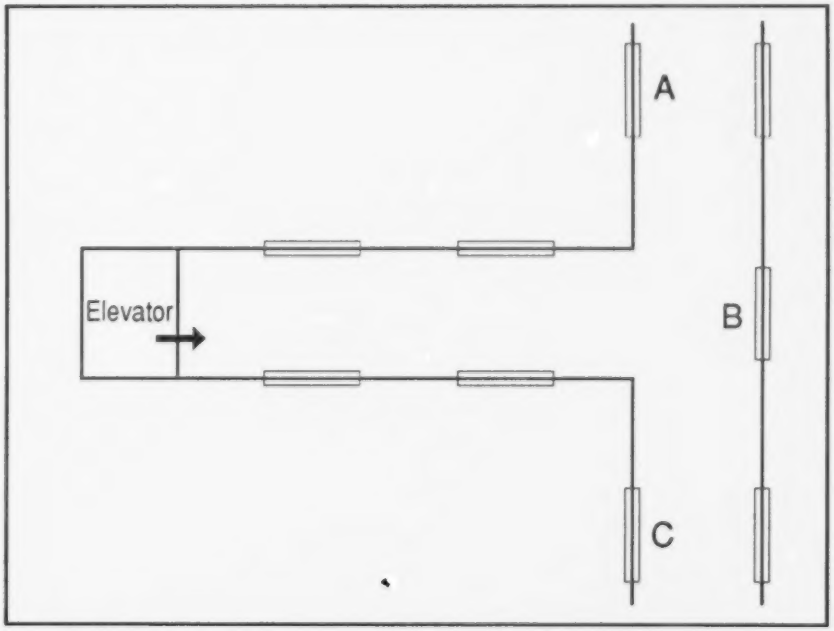

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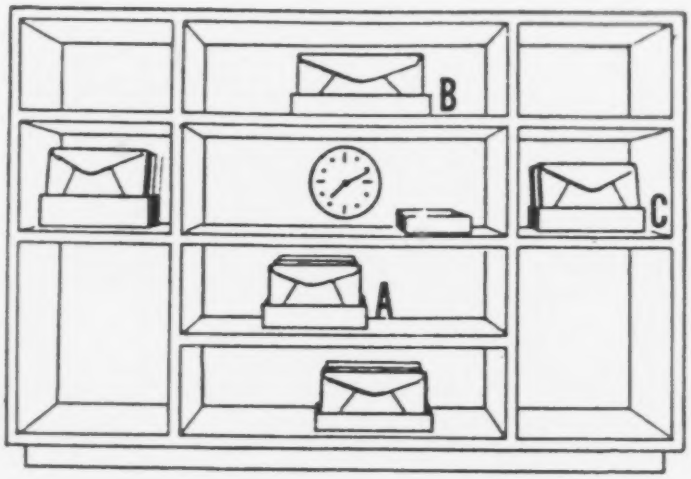

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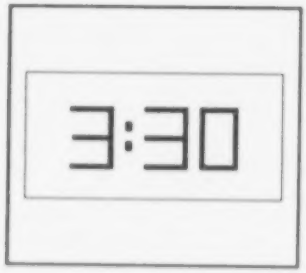
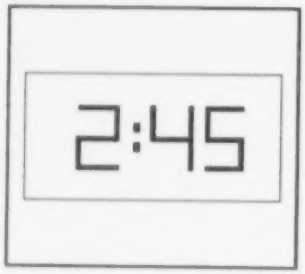
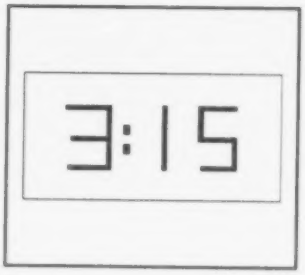


A



B



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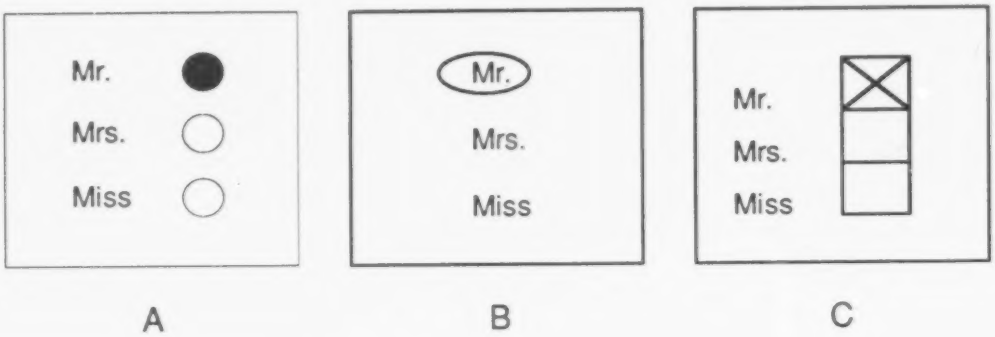

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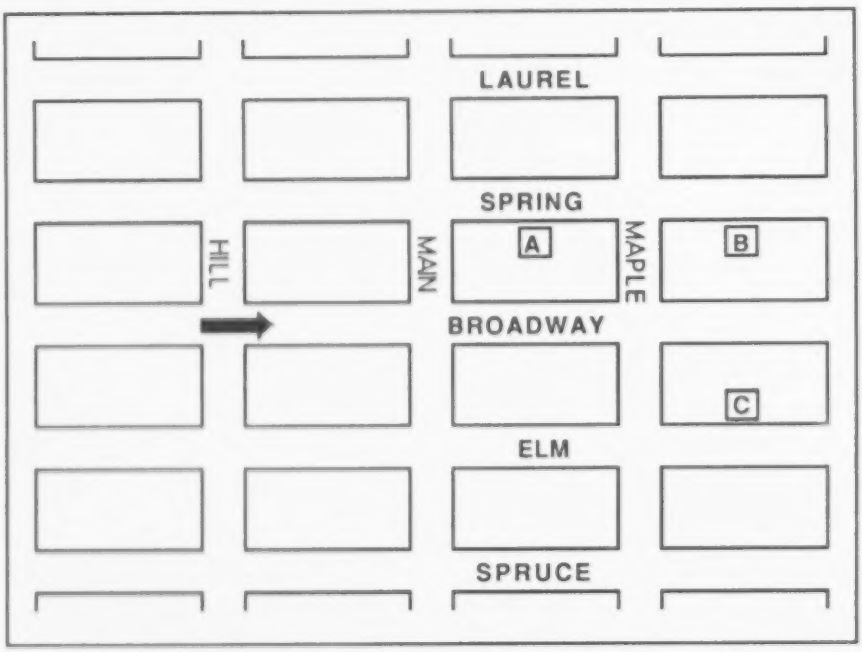

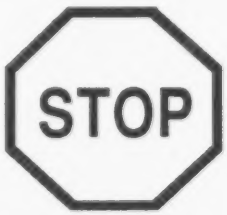

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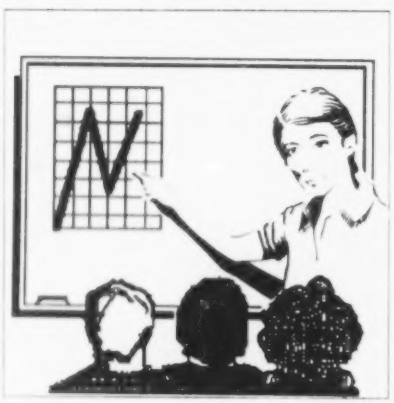
IRCA
Pre-Enrollment Appraisal Form 1

Part II

READING



BEST COPY AVAILABLE

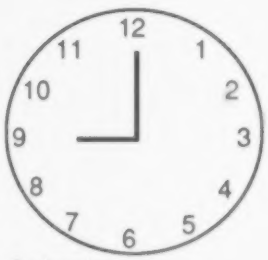
DIRECTIONS

1. Please do not write in the test booklet. Mark answers only on the answer sheet.
2. Read and follow all directions carefully.
3. Use number 2 pencil only. No ink.
4. Try to answer each question. Choose the one best answer.
5. If you want to change an answer, be sure to erase the first mark completely.

PRACTICE: This is how you should mark your answer sheet.

Practice 1

What is this?



A. Calendar
B. Clock
C. Map
D. Money

Practice

1. A B C D
   ○ ● ○ ○

2. A B C D
   ○ ● ○ ○

Practice 2

How much money is this?

A. 1¢
B. 2¢
C. 5¢
D. 10¢

16. What is his address?

A 224-1693

B MARCH 12, 1988

C 5694 CONRAD STREET

D 544-69-3215

17. The date is June 3, 1988.

A Date 3-6-88

B Date 6-3-88

C Date 6-6-88

D Date 3-3-88

DIRECTIONS: Read the paragraph on the United States flag to answer the next two questions.

> The first United States flag had 13 stars on it because there were only 13 states. The flag has three colors: red, white, and blue. Each color stood for an idea: red for courage, white for truth, and blue for justice.

18. Which color of the flag stands for justice?

    A. Red
    B. Blue
    C. White
    D. None of the above

19. Why does the United States flag now have 50 stars?

    A. For justice
    B. For 3 colors
    C. For courage
    D. For 50 states

DIRECTIONS: Study the chart on U.S. Presidents to answer the next two questions.

THIRTEEN U.S. PRESIDENTS

1.	George Washington	1789-1797
2.	John Adams	1797-1801
3.	Thomas Jefferson	1801-1809
4.	James Madison	1809-1817
7.	Andrew Jackson	1829-1837
15.	James Buchanan	1857-1861
16.	Abraham Lincoln	1861-1865
18.	Ulysses S. Grant	1869-1877
26.	Theodore Roosevelt	1901-1909
28.	Woodrow Wilson	1913-1921
32.	Franklin D. Roosevelt	1933-1945
39.	Jimmy Carter	1977-1981
40.	Ronald Reagan	1981-1988

20. Who was the first U.S. President?

A. Ronald Reagan
B. 13 presidents
C. George Washington
D. 1789-1797

21. The American Civil War was 1861 to 1865. Who was the President then?

A. Buchanan
B. Lincoln
C. Kennedy
D. Roosevelt

DIRECTIONS: Refer to the application form to answer the next two questions.

Please read the instructions before filling out this form.	This block for government use only. Section of Law
1. Your name (Exactly as it appears on your Alien Registration Receipt Card)	10. Can you read and write English? ☐ Yes ☐ No
2. Your Alien Registration number A	3. Your Social Security Number	11. Can you speak English? ☐ Yes ☐ No
4. Your name (Full, true and correct name, if different from above)	12. Can you sign your name in English? ☐ Yes ☐ No
5. Any other names you have used (including maiden)	13. Date you were admitted for permanent residency (Month/Day/Year)
6. Your date of birth (Month/Day/Year)	7. Your Sex ☐ Male ☐ Female	14. Place you were admitted for permanent residency (City and State)
8. Your place of birth (City or Town)	15. Date your continuous residency began in the U.S. (Month/Day/Year)
(County, Province or State) (Country)	16. How long have you continuously resided in the State where you now live? (Number of Months)
9. Was your father or mother ever a United States citizen? (If Yes, explain fully.) ☐ Yes ☐ No	

22. On which line will a person write a birthdate?

A. Line 6
B. Line 8
C. Line 13
D. Line 15

23. What will you write on line 16?

A. A name of a state
B. A name of a month
C. A number of years
D. A number of months

DIRECTIONS: Refer to the calendar to answer the next two questions.

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	1	17	18	19	20
21	22	2	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

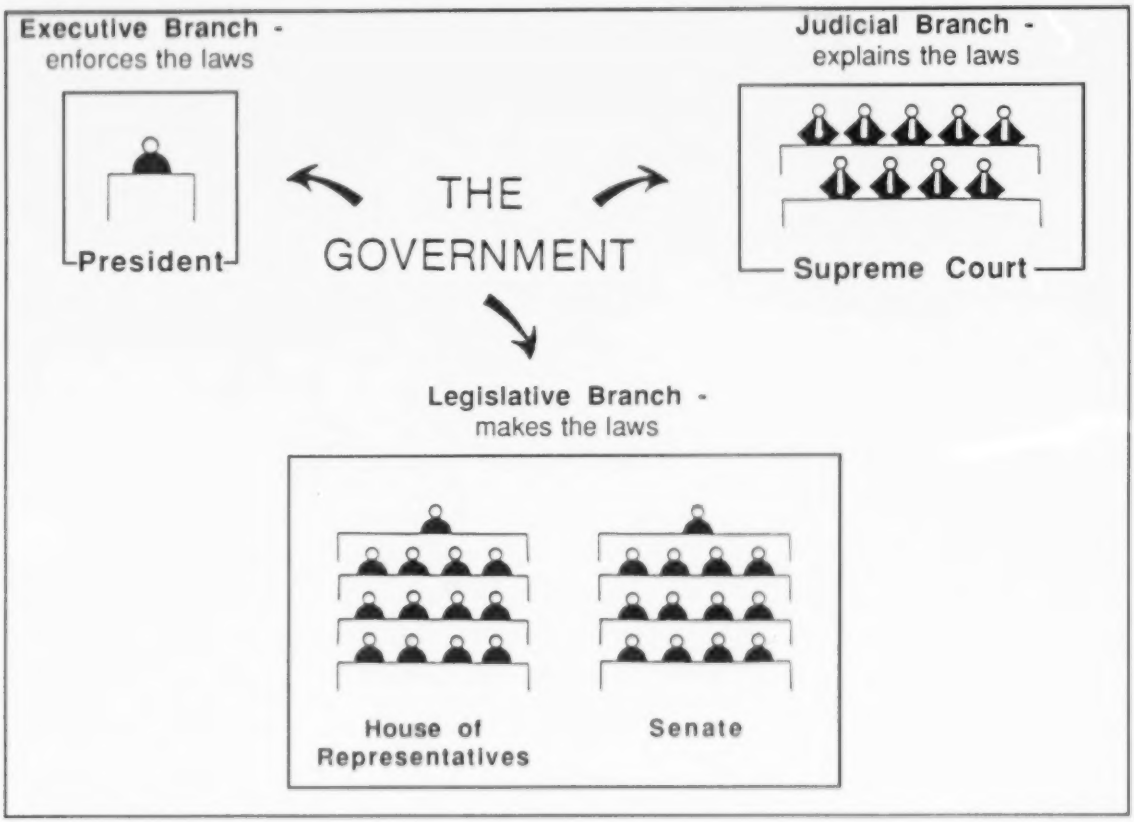
24. The month of September has how many Sundays?

    A. Three Sundays
    B. Four Sundays
    C. Five Sundays
    D. Six Sundays

25. July 4th falls on what day?

    A. Sunday
    B. Tuesday
    C. Thursday
    D. Saturday

DIRECTIONS: Refer to the chart on the branches of government to answer the next two questions.



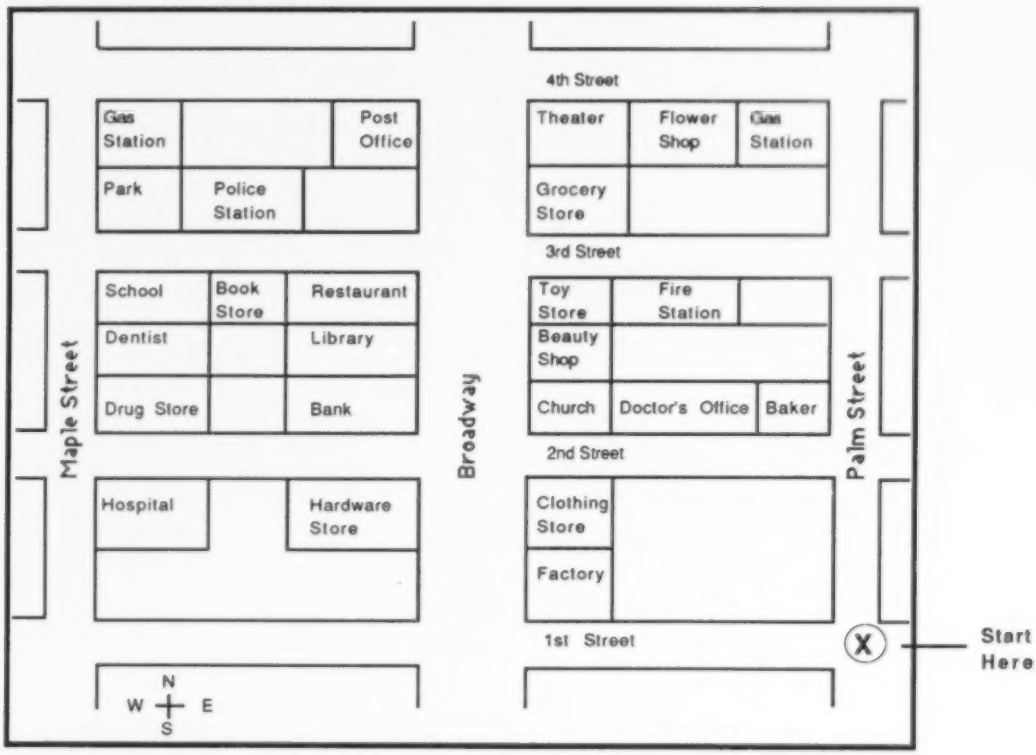
26. Which branch of government makes the laws?

A. The legislative branch
B. The executive branch
C. The judicial branch
D. The President

27. Which branch of government includes the Supreme Court?

A. Legislative
B. Executive
C. Judicial
D. Cabinet

DIRECTIONS: Refer to the street map to answer the next two questions.



28. If you go west two blocks on 1st Street and then turn north one block on Maple Street, which building is on your right?

    A. The bookstore
    B. The hospital
    C. The grocery store
    D. The hardware store

29. Where is the school located?

    A. It's across the street from the bank.
    B. It's next to the hardware store.
    C. It's on the corner of Maple and 2nd.
    D. It's across the street from the park.

DIRECTIONS: Refer to the chart on the legislative branch of government to answer the next three questions.

Legislative Branch

A. Special Powers of Congress. Only Congress may:

1. Declare war
2. Provide for an army, navy, etc.
3. Coin money
4. Pass laws to borrow money
5. Regulate inter-state and foreign commerce
6. Provide for post offices
7. Provide for U.S. courts
8. Make laws for Washington, D.C.
9. Pass laws for naturalization
10. Grant patents and copyrights

B. Special Powers of the House of Representatives:

1. Begins a law to raise money
2. Brings a bill of impeachment
3. Votes for President when necessary

C. Special Powers of the Senate:

1. Votes on the President's appointments to the Cabinet
2. Votes on the President's appointments of Federal judges
3. Votes on treaties signed by the President
4. Votes for Vice-President when necessary
5. Holds impeachment trials

30. Who has the power to declare war?

A. The House of Representatives
B. The Congress
C. The Senate
D. The President

31. Who has the power to make a law about becoming a citizen?

A. The Congress
B. The House of Representatives
C. The Senate
D. The President

32. Who has the power to start a law which would raise taxes?

A. The Congress
B. The Senate
C. The President
D. The House of Representatives

DIRECTIONS: Read the article about legal aid to answer the next two questions.

LEGAL AID AND LEGAL SERVICES

At some time in your life you may need to seek legal advice. You may need the services of a lawyer in any of the following situations:

1. you need to sue someone
2. someone is suing you
3. you are fined or arrested
4. you are making out important papers such as contracts, wills, leases, or deeds
5. you receive or cause personal injury or property damage
6. you are buying or selling real estate
7. you are served legal papers concerning divorce, eviction, or repossession

Most areas now have a legal aid society or agency which is staffed by professional lawyers. Their services are usually free to those who can't afford a lawyer.

33. What is a Legal Aid Society?

    A. A group of ladies who get together
    B. A place where people can go for food stamps
    C. A group of lawyers who provide legal services free or for reduced fees
    D. A social club for lawyers

34. Which of the following statements is true?

    A. You may need legal advice when you are fined or arrested.
    B. Legal advice always costs a lot of money.
    C. Legal advice is needed when applying for a driver's license.
    D. Most people don't need legal advice at anytime during their life.

DIRECTIONS: Refer to the chart to answer the next two questions.

JUDICIAL BRANCH Explains Laws
(all federal courts) (1) SUPREME COURT 9 judges (11) CIRCUIT COURT of APPEALS (94) DISTRICT COURT trial court - judges appointed by the President with the consent of the Senate - for life

35. What is the job of the judicial branch?

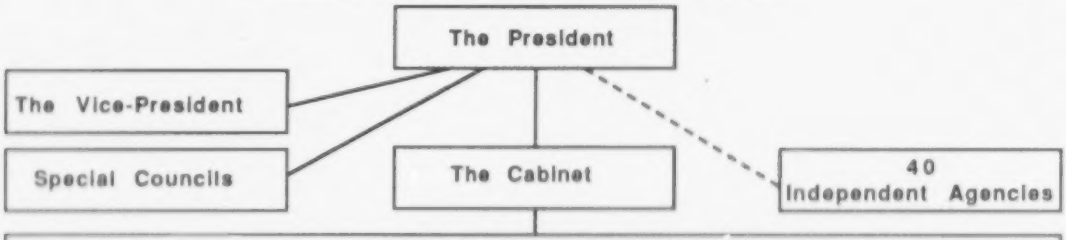
A. To pass laws
B. To appoint presidents
C. To elect judges
D. To explain laws

36. How long may judges be on a federal court?

A. For life
B. For 9 years
C. For 11 years
D. When appointed by the President

DIRECTIONS: Refer to the chart on the executive branch of government to answer the next two questions.

Chart of the Executive Branch



The Cabinet Departments

State
- Deals with governments of other countries

Justice
- Presents the government's case in all federal trials

Housing & Urban Development
- Makes rules about run-down neighborhoods
- Helps build low-rent housing

Commerce
- Makes rules about goods that are sold or moved across state lines

Treasury
- Collects taxes
- Coins and prints money
- Controls banks

Interior
- Manages public lands
- Runs national parks

Labor
- Helps people who are out of work
- Helps settle problems between workers and bosses

Education
- Helps states pay for many different kinds of school programs

Energy
- Tries to make sure there is enough gas, coal, oil and other kinds of energy

Defense
- Protects the country from attack
- Runs the armed forces

Agriculture
- Helps farmers and farming in many different ways

Health & Human Services
- Sends monthly checks to people who are past working age
- Checks food and drugs for safety

Transportation
- Builds and keeps up federal highways
- Checks safety of airplanes

37. Which department would advise the President about unemployment problems?

A. Department of Education
B. Department of State
C. Department of Labor
D. Department of Commerce

38. Who supervises the Cabinet?

A. The Vice-President
B. Congress
C. Independent agencies
D. The President

DIRECTIONS: Refer to the paragraph about federal courts to answer the next two questions.

> The federal courts include the Supreme Court, the Circuit Courts of Appeals, and the District Courts. All federal judges are appointed by the President with the consent of the Senate. They serve for life unless they resign or are impeached.

39. How are federal judges chosen?

    A. They are appointed by the President.
    B. They are appointed by the Senate.
    C. They are elected by the people.
    D. They are appointed by the Supreme Court.

40. Which of the following statements is true?

    A. It is not possible to remove a federal judge from office.
    B. Federal judges serve as long as the President is in office.
    C. Federal judges are appointed for an unlimited term.
    D. Federal judges serve for 4 years.

A sample of the following materials will be sent when available:

- Form 2 IRCA Pre-Enrollment Appraisal Test Booklet and
- Form 2 IRCA Pre-Enrollment Appraisal Answer Sheet

Insert these materials here.

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IRCA

FORM 1

Pre-Enrollment Appraisal
BASIC ENGLISH COMPETENCY

PRACTICE
1 A B C
2 A B C
3 A B C

LISTENING
4 A B C
5 A B C
6 A B C
7 A B C
8 A B C
9 A B C
10 A B C
11 A B C
12 A B C
13 A B C
14 A B C
15 A B C
STOP

READING
16 A B C D
17 A B C D
18 A B C D
19 A B C D
20 A B C D
21 A B C D
22 A B C D
23 A B C D
24 A B C D
25 A B C D
26 A B C D
27 A B C D
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29 A B C D
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31 A B C D
32 A B C D
33 A B C D
34 A B C D
35 A B C D
36 A B C D
37 A B C D
38 A B C D
39 A B C D
40 A B C D

WRITING
41 A B C
42 A B C

INTERVIEW
43 A B C
44 A B C
45 A B C

1. Name _____ 2. Today's Date: ___/___/___

3. Male ○ Female ○ 4. Date of Birth ___/___/___ 5. Current Occupation _____

6. Are you enrolled in another ESL/Civics course? Yes ○ No ○ (If yes, where?) _____

Write your I-688 Number Here
A [ ][ ][ ][ ][ ][ ][ ][ ][ ]
0 1 2 3 4 5 6 7 8 9

Date of Issue
___/___/___

Legalization Section Number
245 A ○ 210 A ○

Age
[ ]
○ Under 16
○ 16-17
○ 18-21
○ 22-24
○ 25-29
○ 30-34
○ 35-39
○ 40-44
○ 45-49
○ 50-54
○ 55-64
○ 65+

Highest Grade Level Completed
[ ][ ]
0 0
1 1
2 2
3
4
5
6
7
8
9

Highest Diploma / Degree
Mark one only
○ None
○ High School Diploma or Equivalent
○ Technical
○ AA Degree or Post Secondary
○ University / College Degree
○ Other
Name Other _____

Country of Citizenship
○ Mexico
○ El Salvador
○ Haiti
○ Guatemala
○ Philippines
○ Colombia
○ Nicaragua
○ Dominican Republic
○ Poland
○ India
○ Jamaica
○ Iran
○ Pakistan
○ Korea
○ Other
Name Other _____

Ethnic Background
○ Caucasian
○ Hispanic
○ Black (Not Hispanic)
○ Asian
○ Filipino
○ Indo-Chinese
○ Pacific Islander
○ Other
Name Other _____

Native Language
○ English
○ Spanish
○ French
○ Creole
○ Tagalog
○ Chinese
○ Korean
○ Farsi
○ Polish
○ Urdu
○ Arabic
○ Other
Name Other _____

○ Not able to test; referral to ESL Program

PLACEMENT INTO PROGRAM
○ ESL Pre-literate Orientation
○ ESL Beginning
○ ESL Intermediate
○ ESL Advanced
○ Citizenship / Civics
○ Other
Name Other _____

Other CASAS Scores
LISTENING | READING

Agency Identification Number
[ ][ ][ ][ ]
0 1 2 3 4 5 6 7 8 9

For Education Provider Use
[ ][ ][ ][ ][ ][ ][ ][ ][ ]
0 1 2 3 4 5 6 7 8 9

For Official Use Only
[ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ]
0 1 2 3 4 5 6 7 8 9

41 _____

42 _____

EXAMINERS:
Return this page with attached answer strip to:

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P.O. Box 80488
San Diego, CA 92138

110497

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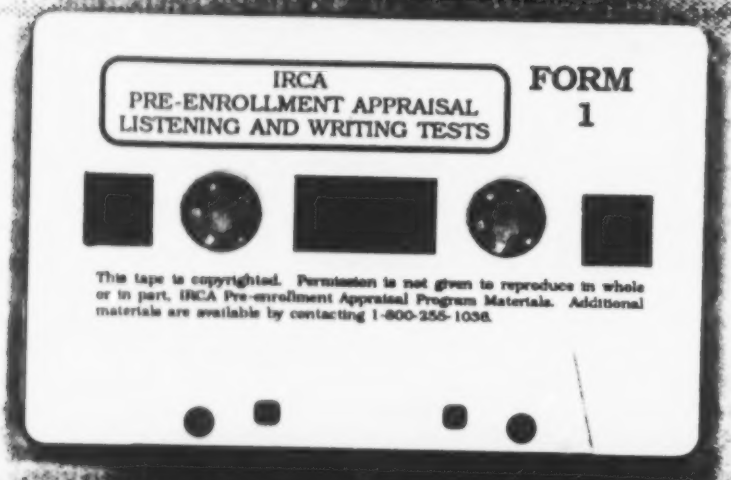
IRCA
PRE-ENROLLMENT APPRAISAL
LISTENING AND WRITING TESTS
FORM
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